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ABSTRACT

This bi-monthly newsletter is designed to provide information to teachers, curriculum supervisors, and administrators on the most recent developments in the growing effort to introduce population issues into formal school curricula, primarily at the middle and secondary school levels. This initial issue summarizes the activities of 1971-1972 sponsored by school systems, universities, and population/environment organizations for purposes of motivating and equipping teachers to handle population issues and answers. Announcement is made of future scheduled teacher training programs and of related publications of population issues, information, and education. Brief news notes give current information and statistics about these concerns: New York State's abortion law, population trends in China, and projections about the population growth in the United States over the next two decades. An activity sketch based on the article about U.S. population growth is suggested for use in classroom discussions of population distribution and migration. Information and ideas from readers are welcomed. (SHM)

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Experimentation and Exchange

The demographic dimension of human experience—whether in the life of the individual or the history of the species—contains vital and difficult choices, the outcomes of which will shape individual health and happiness. The need is to encourage young people to make population choices, both personally and within the family and society at large, on the basis of greater rationality rather than tradition or custom, ignorance or chance.

To decide and to behave rationally requires at least a general understanding of an incredibly complex and dynamic system—the human ecological system whose dimensions include population, the natural environment, technology, and social organization. Any deterministic scheme which offers simplistic explanations of these relationships and their impact on the "quality of life" will ultimately mislead rather than promote informed choice. Particularly crucial to a human ecological system are the ways economic and political activities are organized, the values implicit in social institutions, and the attitudes we hold regarding change.

Because man's values and his institutions are continuously changing, and because the ways in which he uses the environment are continuously evolving, the human ecological system is clearly a dynamic one. The dimensions are in a state of continuing flux requiring man to adopt flexible responses rather than to hawk a specific prescription in his effort to better his life quality. Population phenomena can be changed only by a combination of processes which naturally includes education—education by which people learn to broaden their horizons and modify their behavior patterns so as to enlarge and use their own human capacities.

Critical to population education then, are teachers informed and eager to involve their students in participatory education. Critical to well equipped teachers are sources of information and enthusiasm with which they can explore further. INTERCHANGE is designed to facilitate the sharing of such sources.

The exchange of ideas and information about population and the techniques and materials by which they can be fruitfully explored, however, is only one step. Active classroom experimentation is another. Because teachers are most effective when dealing with those aspects of population that are most real to their own students, each teacher must use imagination and creativity in discovering the right "mix" of topics and techniques. If and when you, our readers, find especially successful approaches, share them with us and we will share them with others! (Write Editor, INTERCHANGE.)

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Photo by William S. Weems

Field Focus

Academic year 1971-1972 has been a time for local initiative to bear fruit. A number of local and regional conferences were sponsored by school systems, universities and population/environment organizations for purposes of motivating and equipping elementary and secondary teachers to handle population information and issues.

In *Seattle, Washington,* a Teachers' Workshop on the Problems of Population was held October 15-17, 1971, for approximately 300 teachers from across the state. Credit was offered by the three participating universities. A conference on population issues for educators and community members was also held in *St. Louis, Missouri,* on December 3-4, 1971. Shortly after on January 28, a number of Baltimore city teachers attended a meeting, which was a follow-up session for the Urban Life—Population Institute held in *Baltimore, Maryland,* the preceding June. Most recently, a series of four sessions February 26, March 4, 11, and 18, have been offered in *San Francisco, California,* for approximately 60 teachers. These teachers from the San Francisco unified schools began developing materials for a population ecology curriculum which may be tested next fall. All of these four local training opportunities were possible through strong cooperative efforts between educators in universities and local school systems and activists in local interest groups i.e., Planned Parenthood, Zero Population Growth and Sierra Club.

At the national level, too, a significant step was taken to bring together a representative sample of the groups whose combined efforts and resources are needed in order to produce a major expansion and strengthening of population education in the schools. In *Bethesda, Maryland,* on November 11-13, 1971, the National Conference on Population Education brought together teachers, curriculum supervisors and school administrators from state and local school systems, representatives of national education organizations, college faculty members, representatives of nonprofit population and environmental organizations, and representatives of federal departments and agencies. For a write-up of this conference see the January 1972 issue of *The Science Teacher.* The proceedings document will also be published in May 1972 by PRB.

Other activities during the winter months of 1972 revealed some interest in population education at the federal government level. In the *Department of Health, Education, and Welfare,* the Office of Environmental Education undertook the review of proposed environmental and population education projects (awards will be announced May 10 and will be reported in the May INTERCHANGE issue). The Office of Population Affairs announced the creation of a population information office to be filled in 1972. Through the mass media, this office will encourage education on population issues as distinct from family planning issues which are already given some governmental attention.

From the executive branch, the only major activities have been those of the *President's Commission on Population Growth and the American Future.* During March, the Commission released a three part report of its research and final recommendations. By June, the specific research pieces, including those on population education should be available through the Government Printing Office.

Teacher Training

A TEACHER WORKSHOP on "The Population Explosion: An Interdisciplinary Approach" will be offered April 5 for 100 teachers of greater Cincinnati, Ohio. Raymond Walters College of the University of Cincinnati and Zero Population Growth Fund are co-sponsors with Judith Schultz as director.

A WORK SESSION in population education for 25 college teachers will be run April 28. Sponsored by New York State at State University at New Paltz, the meeting will be directed by Leon E. Clark.

TWO WORKSHOPS, "Quality of Life: Home, School, Community" will convene June 5-16, at Washburn University in Topeka and Kansas State College at Fort Hayes. Contact Evalyn Gendel, Division of Maternal and Child Health, Kansas State Department of Health, Topeka, Kansas 66612.

TWO COURSES: 1) Summer Institute in Social Demography and Population Policy, and 2) Summer Workshop for Curriculum Development in Demography are to be offered for college teachers. The Institutes, June 26-August 4, are sponsored by the International Population Program, Cornell University and directed by Parker Marden.

THREE COURSES are proposed for the University of Michigan summer schedule, July 7-August 26: 1. (a) Population Education and (b) Education in Human Sexuality and Family Planning—as two sections of one course; 2. Elements of Population Planning; and 3. Environmental Education. Direct inquiries to Eugene Weiss, Department of Population Planning, University of Michigan, Ann Arbor, Michigan 48104.

A SUMMER INSTITUTE, "The Population Explosion: An Interdisciplinary Approach," will be offered July 10-August 19 for junior and senior high teachers. The National Science Foundation-sponsored institute will be run by the University of Cincinnati under the direction of Carl Huether. Application deadline has passed.

Photo by William S. Weems

Sources and Resources

The April 1972 issue of *Social Education* is devoted to population issues, information and education. Three articles of practical interest are:

"Population Education As Exploration of Alternatives"; "Population in the Newer Social Studies"; "Sources for Population Education".

Write Editor, *Social Education,* 1201 Sixteenth Street, N.W., Washington, D. C. 20036. Single copies $1.

The World Population Dilemma, third in a series of auxiliary textbooks by the Population Reference Bureau, is appropriate for reading by high school and junior college students. The complexity of demographic trends is explained without confusing statistics. The indirect relationships between continued population growth and nuclear war, environmental pollution, racism and nationalism, and world poverty are discussed in a framework which avoids an over simplified cause-effect nexus. Material is factual but conclusive about the need for worldwide population stabilization. Available June 1972 from Columbia Books, Inc., 917 Fifteenth Street, N.W., Washington, D. C. 20005. $2.

The *New York Times* will print a special Sunday magazine supplement on "Population: The U.S.—A Problem; the World —A Crisis" on April 30, 1972. The supplement is sponsored by the Population Crisis Committee and will be issued after the final report of the U.S. Commission on Population Growth and the American Future. It will contain a statement of the Commission's findings and specific recommendations. There will also be statements by outstanding Americans and international figures, including spokesmen for minorities, women and religious segments of our society. Single copies can be obtained free by writing Population Supplement, P.O. Box 6586, Washington, D. C. 20009. Bulk rates for the supplement are: 1-9 copies at 15¢ each, 10-99 copies at 10¢ each and over 100 copies at 8¢ each.

Photo by Harold J. Flecknoe

News Briefs

N.Y. State Abortion Law Upheld

The constitutionality of New York State's liberalized abortion law was upheld February 25, 1971. The Appellate Division decision overturned a State Supreme Court ruling that could have prevented abortions from being performed in city hospitals.

The suit was brought by Robert M. Byrn, a Roman Catholic law professor. Mr. Byrn had charged that the state law violated the 14th Amendment to the Constitution, which holds in part that no state shall "deprive any person of life, liberty or property without due process of law."

China: How Many People?

The People's Republic of China, just beginning to emerge from almost complete isolation from the Western world, is the home of somewhere between a fifth and a quarter of the world's population—no one knows which. The figures for the 1970 population of China range from 753 million to 871 million people.

It does seem probable, according to the December 1971, *Population Bulletin* that during the decade of the 1960's the Chinese managed to start a gradual downward trend in the country's fertility. The decline is part of the changing character of Chinese family life. Large families are no longer considered ideal and the status of women has changed markedly. Combined with a greater availability of contraceptives, these cultural changes seem likely to bring about further declines in fertility in the coming decades.

A *Population Bulletin* dealing in greater detail with China is available from PRB for $.50. A booklet, *Population and Family Planning in the People's Republic of China* is available from the Population Crisis Committee, 1835 K St., N.W., Washington, D. C. 20006.

The Next 50 Million Americans

Most of the population growth in the United States over the next two decades is going to take place in the country's large urban areas—the megalopolis. Somehow, these increasing numbers must be accommodated.

The central problem posed by the 50 million new Americans expected by 1995 at the latest, will be to accommodate them without increasing the decay of the central city and without environmental havoc, both of which have characterized past urbanization and suburbanization in this country.

Specific programs to stimulate secondary growth centers, and to ease the too rapid desertion of small towns and rural areas, could slow down the growth of the three great megalopolitan areas: the Great Lakes-Atlantic Seaboard, California and Florida.

This growth of the megalopolitan areas poses an array of difficult problems. Most serious is the urban-suburban split, characterized by decaying central cities surrounded by diffuse developments accessible only by private automobile. An associated problem is the threat to environmental amenities and ecosystems which is posed by housing developments, highways, and problems of sewage and trash disposal.

The existing pattern of urban-suburban development results in a loss of capital investment within the core city, on the one hand, and uneconomic "leap frog" suburban developments that require more costly public services such as sewage and water, on the other. From a social standpoint, the pattern has led to an isolation of racial minorities and has stimulated a proliferation of local governments that are poorly adapted to accommodate and regulate growth in either a rational or an economic way.

The federal government plays a powerful role in affecting population distribution. What is needed, is explicit recognition of the influence of federal programs on population distribution, and the evaluation of likely effects which proposed programs may have on future population distribution.

Activity Sketch

Where Will They Live?

Discussion: The issues in the preceding article would be an appropriate "springboard" for a classroom discussion of distribution and migration.

Jerome Pickard has projected trends in the growth of urbanized areas and metropolitan regions up to 1990. If the Pickard series is adjusted to allow for the lower fertility assumptions of the 1971 Series D Census projection for the U.S., this would put 106 million people in the Northeastern megalopolis, 28 million in the California region and 9 million in the Florida region in 1980.

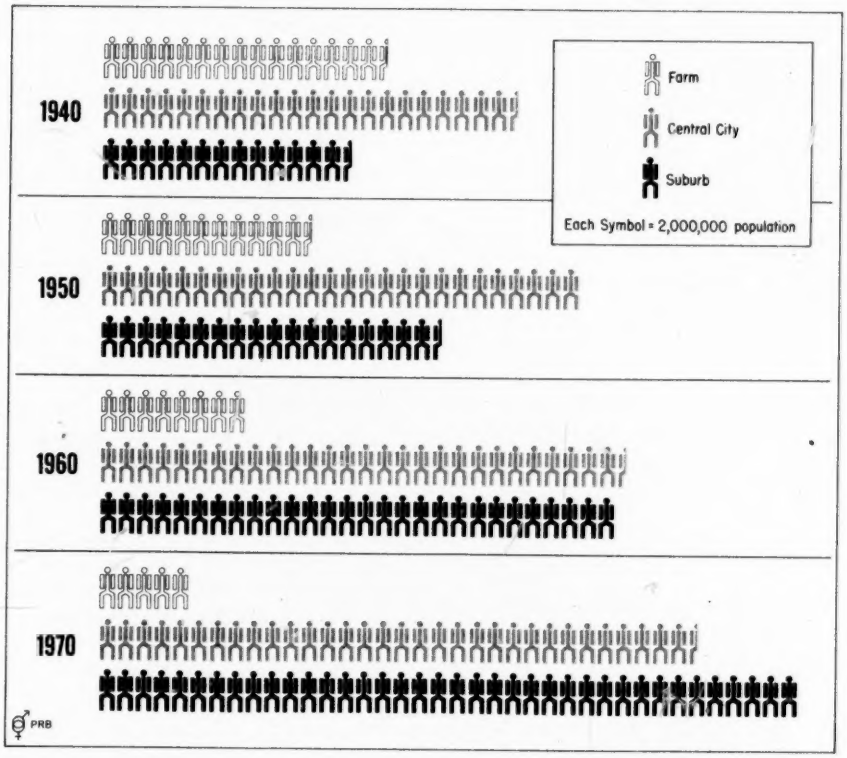
Activity: Several alternative distribution patterns of future U.S. population can be suggested. Ask students to propose policies whereby urban population could be redistributed. At least the following four alternatives should be included:

1. Back to the Country
2. Small Cities
3. Secondary Growth Centers
4. New Towns

Each student should select one alternative pattern for investigation.

After students are grouped for discussion of their proposed alternative, ask each group to prepare a short (5-minute) presentation on the feasibility of their alternative redistribution pattern. Ask each group to deal with the following questions respective to their proposed alternative:

FARM, CITY AND SUBURBAN POPULATION, 1940-1970



Sources: U.S. Department of Commerce, Bureau of the Census, *Census Population and Housing: 1970. General Demographic Trends for Metropolitan Areas 1960-1970, Final Report PHC (2)-1 United States* (Washington, D. C.: Government Printing Office, 1971).

1. *Back to the Country*
   - ☐ How to stimulate a reverse trend back to country?
   - ☐ What role would rapid travel, inexpensive radio, teletype and closed circuit television play?
   - ☐ Are our communications and data transfer systems developed highly enough to handle a widely dispersed working force?
   - ☐ What are the economic advantages of city-centered industry?
   - ☐ Could industry be dispersed to the countryside?
2. *Small Cities (10,000-50,000)*
   - ☐ How could small cities be connected to major markets?
   - ☐ What social problems are not likely to be so acute as they are in heavily urbanized areas?
   - ☐ Do our small cities have the capacity to absorb 10 or 25 percent of the 50 million?
3. *Secondary Growth Centers (range of 50,000 to 250,000)*
   - ☐ What methods could be used to attract more of the population to these cities?
   - ☐ What programs could be initiated to prevent the problems existing in the three megalopolitan areas from developing in the secondary growth centers?
4. *New Towns*
   - ☐ What is the social appeal of planned communities?
   - ☐ Where does the money come from to build and maintain them?
   - ☐ Should these new towns be required to meet criteria of balanced land use, income distribution and racial integration?
   - ☐ On what basis should the location of new towns be decided?

More complete reading on all of the above issues is available from P.R.B. in the October 1971 *Population Bulletin*. The episode, *Migration Within the United States*, produced by Sociological Resources for the Social Studies and published by Allyn and Bacon, 1972, is also useful for further development of the migration variable.

Events Calendar

March

Press coverage of Final Report of the U.S. Commission on Population Growth and the American Future. Watch TV schedule for documentary.

March 16-18 Meeting of Colorado student activists to address topics ranging from birth control on campus to governmental population policies. Sponsored by Birth Control Information Center, University of Colorado, Boulder; David Schoen, Director.

March 23-24 Third Annual Symposium: The Family Unit; University of Wisconsin, Green Bay. A. R. Doberenz, Director; University of Wisconsin-Green Bay, Green Bay, Wisconsin 54302.

April

April 13-15 Annual Meeting of the Population Association of America in Toronto, Canada. One session devoted to developments in population education. Inquiries as to membership and registration to PAA, P.O. Box 14182 Benjamin Franklin Station, Washington, D. C. 20044.

May

May 10 Announcement of grants from Office of Environmental Education, Office of Education, Washington, D. C.

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The Population Reference Bureau, Inc., 1755 Massachusetts Avenue, N.W., Washington, D. C. 20036 is a non-profit educational organization established in 1929. Through its bi-monthly issues of Population Bulletins, *the annual* World Population Data Sheet *and other publications, the Bureau is a source of information on the facts and implications of national and world population trends.*